

EDPR 4200 FINAL EVALUATION

Bachelor of Education (Elementary) Program

To be completed by Faculty Mentor with input from Teacher Mentor(s)

Teacher
 Candidate: Madison SCHNEIDER Date: March 28, 2023
 School: Ecole Nesika Elementary Grade: 2/3
 Teacher
 Mentor: Melissa Therrien Faculty Mentor: Edda Brett

SCHOOL CONTEXT: (e.g., school and classroom size, school location)

The Cariboo-Chilcotin School District, (SD27), is located in central British Columbia. There are two main communities within the school district—the cities of Williams Lake and 100 Mile House, and many outlying communities throughout the region.

The school district provides education to approximately 4,600 students in 22 schools in a diverse and very large geographic area.

The placement of this practicum was in Williams Lake at Ecole Nesika Elementary School, located at 1180 Moon Avenue, Williams Lake, BC, V2G 4A6; Phone (250) 398-7192 and Fax (250) 398-8530. This is a dual-track school enrolling students from Grades K – 6, serving both English and French Immersion students. This school enrolls approximately 300 students and is under the administrative supervision of principal, Mrs. Holly Zurak and vice-principal, Mr. Dwayne Benvin.

For her practicum studies, Madison Schneider was placed in a split Grade 2/3 classroom, under the mentoring of Melissa Therrien. This class enrolls 22 students. One student has a positive behaviour support plan and requires one-on-one EA support when in the classroom.

Preparation and Organization	Comments
Suggested Areas for Comment: <ul style="list-style-type: none"> • Displays knowledge of content • Prepares comprehensively and selects appropriate content in accordance with goals and objectives of B.C. Curriculum • Keeps a detailed daybook • Develops and completes clear unit plans and lesson plans • Is well prepared for the day • Keeps an organized system of record keeping, including assessment information, student activities, short and long term planning, and teaching resources • Connects subject matter to students' interests, prior learning, and new concepts • Prepares a logical sequence of subject matter for instruction • Connects assessment with unit and lesson plan learning standards • Uses a range of resources and learning materials • Uses variety of teaching strategies • Designs & utilizes appropriate learning centres • Incorporates creative ideas in unit and lesson plans • Plans a variety of ways for students to represent their learning • Plans for differentiated instruction to meet students' varying abilities 	<p>During this practicum, Madison Schneider developed and implemented a wide variety of comprehensive and integrated units of study: Visualization in Writing, integrating ELA, Social Studies and Science; Rights and Responsibilities, integrating Social Studies, Writing and Drama; Embroidery and Goal Setting, integrating ADST and Career Ed; and Rhythm of the Arts integrating Visual Arts, Dance and Music. Ms. Schneider's Math unit, Graphing, and her Science unit, Physical and Chemical Changes, built on natural curiosity; and PE, Jumping/Hopping unit promoted safety in the gym. Ms. Schneider developed extremely engaging units and lessons and demonstrated a knowledge of curriculum and core competencies. Her unit and lesson plans were well-designed and submitted well in advance, with clear indication of long-term planning, teaching resources, and incorporating a variety of teaching strategies, including read-alouds, providing examples, turn-and talk, group work and skits. Additionally, her unit and lesson plans were very detailed and followed a logical sequence. She used a variety of resources and learning materials, providing many hands-on learning opportunities and new materials with which students created, as well as new tools and technologies with which they explored. Ms. Schneider's lessons regularly began with an engaging hook, connecting subject matter to students' interests, prior knowledge and new concepts, and they concluded appropriately. Her lessons were creative and interesting, and she understood the interests of her students very well.</p>

	<p>Ms. Schneider's lessons invariably had a plan for a variety of ways for students to represent their learning, including drawing, writing, speaking and creating, and interest was stimulated through her questioning techniques and class discussions. Ms. Schneider designed a hands-on Science Learning Centre where students recorded their experiments at the different stations on physical changes in various matter. It was evident that her assessment practices were ongoing throughout her units, and she connected her assessment to learning goals.</p> <p>Ms. Schneider implemented a well-organized Day Planner, which she referred to regularly with detailed planning evident for the day and the week. Her assessment binder and other folders stored student work and materials needed for ongoing lessons. As the practicum progressed, Ms. Schneider became proficient in planning for differentiated instruction to meet students' varying abilities, and adapting her lessons to keep the students' needs, supports and different approaches uppermost in mind.</p>
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Classroom Management	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> • Engages students in active and on-task learning • Is consistent, respectful and fair • Sets clear expectations and follows through appropriately • Establishes and maintains classroom routines and rules • Initiates and maintains student focus • Is consistent in supporting behaviour expectation • Encourages responsible student choices • Uses positive management strategies 	<p>Ms. Schneider has a natural, calm and respectful presentation manner, and she was consistently kind, sincere and fair with the students. Always considerate of students' feelings, she listened carefully when they spoke, and provided positive feedback and encouragement when students made responsible choices. She was very good at maintaining established classroom rules and expectations, and used positive management strategies and comments to motivate learners, often thanking students when they were quietly waiting or raising their hands. Ms. Schneider created a positive learning environment through her consistency in delivery, clear instructional and behavioural expectations, and follow-through with appropriate tone of voice when needed. Ms. Schneider used a large class timer as a visual tool for the students to manage timing of lesson components, as evidenced in her Science Learning Centre. Using a clapping rhythm to gain student attention as well as effective use of wait time, Ms. Schneider maintained student focus. Through her engaging lessons and good classroom circulation, Ms. Schneider ensured active and on-task learning.</p>

Instruction	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> • Uses a variety of questioning techniques (higher-level thinking, open-ended) • Distributes questions and accepts answers evenly among all students • Uses appropriate vocabulary for age level • Uses voice effectively (inflection, tone, pacing, projection, expression, fluency, volume) • Demonstrates correct usage of oral language • Demonstrates correct usage of written language • Listens attentively to students in order to check for understanding, re-teach if necessary • Gives clear instructional directions (sequential, concise, step by step) • Includes an engaging and appropriate lesson introduction and closure • Presents lessons which flow smoothly (appropriate transitions, clearly connects The learning standards, IO's, lesson activities and assessment) • Incorporates a balance of direct teaching and student active involvement • Paces instruction appropriately • Delivers lesson confidently and effectively 	<p>In her instruction, Ms. Schneider consistently incorporated a balance of direct teaching and student active involvement, and she used a variety of questioning techniques to guide students' thinking and deepen their understanding. Ms. Schneider utilized the "name jar" to distribute questions and to accept answers evenly which further enabled her to check in with students' understanding. By gauging her students' needs, Ms. Schneider was able to adapt her lessons or re-teach if necessary. Ms. Schneider regularly began her lessons accessing students' prior knowledge or student interests, and she reviewed previously learned concepts. In her lessons, she used appropriate vocabulary for the age level and introduced new vocabulary pertaining to her lessons very well. Her lessons flowed smoothly and incrementally, transitions were quietly directed, and her explanations were clear and presented in manageable chunks. Assessments linked learning standards, IOs and lesson activities. Ms. Schneider set students up for success in many ways: In Science, she used a KWL chart to ascertain student learning readiness; videos were watched, first as a preview, and the second time to promote understanding and further discussion. Scaffolding was evident by the use of exemplars for the understanding of the expectations for the finished product/work. By using visual tools such as a Planning Sheet to help students plan, organize and see expectations for lessons, she effectively modelled "I Do—We Do—You Do". She regularly used the "Ready-Do-Done" visual on the whiteboard as well as student reiteration of instruction before she directed the students to move from the carpet area to the work area. She often was able to maintain student focus by using "brain breaks" when she felt students needed a movement break, or when they required some activity after some direct teaching. Ms. Schneider used her voice effectively through good tone, pacing, projection and expression when teaching. Student engagement and enthusiasm was evident, and students were left wanting to learn more, evidenced when they created their own Venn diagrams as well as their own graphs from the Math unit. Their enthusiasm for sharing their results was evident in many lessons. Ms. Schneider delivered her lessons confidently and effectively, leaving time for debrief and closure.</p>

Assessment	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> Provides students with specific, constructive verbal and written feedback Reports appropriately on students' progress. Uses a variety of assessment tools, e.g. anecdotal notes, checklists, tests, portfolios, observations, running records, whole class reading assessments, school-wide writes, rubrics Able to share, when necessary and appropriate, relevant information both formally and informally with Teacher Mentor, students, parents and school personnel Uses a variety of reporting techniques, e.g., conferences, written reports, student self-reporting, conversations, Individual Education Plans) Uses assessment and evaluation as an integral part of instruction Engages students in self-assessment and uses it effectively 	<p>Throughout this practicum, Ms. Schneider demonstrated a good understanding of curricular objectives, and she ensured that her assessments aligned with the instructional objectives as laid out in her lesson plans. In her units and lessons, she planned for and utilized various formative assessments, including checklists, observations, anecdotal notes, rubrics, worksheets, self-assessments, written work as well as individual and group tasks. Her quick check-ins, thumbs up/thumbs down, and exit tickets assessed student learning, and she used assessment and evaluation to drive instruction. She designed summative assessments as well, including a final ADST project, an Art portfolio and a class graph in Math. During her lessons, she regularly checked in with students to gauge understanding and adjusted for learning accordingly. In her circulation in the classroom, Ms. Schneider provided meaningful feedback to the students as they were doing individual work. She reported students' progress formally and informally with her Teacher Mentor and assisted in writing report card statements and providing thoughtful insights on students' progress. Her Assessment Binder was extremely well organized with completion checklists and rubrics for each subject taught as well as grids with each student's name where anecdotal comments were recorded.</p>

Professional Qualities	Comments
<p>Suggested Areas for Comment:</p> <ul style="list-style-type: none"> Willingly assumes classroom and other school related responsibilities Arrives at school early. Stays after school until the next day is prepared Is an enthusiastic teacher who shows a commitment to learning and teaching Takes initiative; enthusiastically acquires knowledge Is empathetic toward and respectful of others Respects confidential nature of professional information and follows the BC Teacher's Code of Ethics Establishes and maintains appropriate relationships with colleagues, staff, parents and students and consults the proper channels of authority Demonstrates reflective and self-evaluative skills Seeks, accepts and acts on constructive feedback Takes advantage of professional development opportunities Displays a positive attitude and demonstrates professional qualities Contributes to the culture of the school beyond the classroom 	<p>Ms. Schneider willingly assumed classroom and other school related responsibilities, such as preparing and setting up the class for the day, tidying the class at the end of the day, and supervising the playground with her Teacher Mentor. She regularly arrived at the school early with all materials and resources ready, and stayed after school in order to prepare and organize for the next day and week. She accompanied the class on swimming field trips and helped organize guest speakers, such as from Scout Island, for the class. She contributed to the culture of the school by co-coaching the Grade 5 Girls' Intramural Basketball team during lunchtime practises and after-school games. Ms. Schneider participated in the school's professional development opportunities, including "Carole Fullerton: Addressing Diversity in the Math Classroom", as well as an in-school learning opportunity with Carole Fullerton. Additionally, she signed up for an extra course, "Every Child Matters—4 Seasons of Reconciliation", completing the learning modules and watching the presenters after school. Ms. Schneider is a natural teacher, who understands children and whose empathetic and respectful demeanour enabled her to make connections with students, caring about their lives beyond the school. The students felt comfortable around her because of her warm, caring personality. Throughout this practicum, Ms. Schneider showed a commitment to learning and teaching; she took initiative, enthusiastically acquired knowledge, and demonstrated strong self-reflection about her teaching practices. Ms. Schneider consistently displayed a very positive attitude and demonstrated professional qualities.</p>

SUMMARY COMMENTS

Ms. Schneider is a natural educator, which is evident in the connections she forms with students and how attuned she is to the students' interests and likes. She creates and teaches lessons that are interesting and engaging to students. She is caring and compassionate, so students seek her out for conversations and guidance. Ms. Schneider is very organized and extremely professional, and her reflective nature will make her an excellent teacher. It has been most rewarding to see the professional growth which has taken place in Ms. Schneider during this practicum. Any school would be lucky to have Ms. Schneider as a part of their teaching team.

All the very best to you as you move forward in your chosen profession. It has been a pleasure to get to know you and work together with you, Madison. Congratulations on a most successful practicum!

TEACHER CANDIDATE'S standing at the end of EDPR 4200	Complete	Supplemental	Incomplete
	✓✓		

* TC initials indicate only that content has been read, discussed and is understood. TC initials do not indicate agreement/disagreement with the content of the evaluation.

Teacher Candidate's
initials: MS

Teacher Mentor's
signature(s): M. Dheer

Faculty Mentor's
signature(s): [Signature]

cc: Teacher Candidate, Faculty Mentor, Teacher Mentor, B.Ed. Student File